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ABSTRACT

This new edition is the result of an extensive review of the standards as defined in 1981. Taken as a set, the 30 current standards provide a working philosophy for evaluation. They define the Joint Committee on Standards for Education Evaluation's conception of the principles that should guide and govern program evaluation efforts, and they offer practical suggestions for observing these principles. These standards are not detailed technical standards, and they do not replace textbooks in technical areas. Together, however, they define a framework for designing and assessing evaluations. The 30 standards are categorized into 4 groups corresponding to the aspects of sound and fair program evaluation: utility, feasibility, propriety, and accuracy. The 30 standards are listed inside the book covers. In the text, each standard is accompanied by an overview of intent, guidelines for application, common errors, and one or more illustrations of the standard's application. Two Tables of Contents are presented. The first organizes the standards in terms of the four attributes, and the second, a functional Table of Contents, organizes the standards in terms of their contribution to the major tasks of an evaluation: (1) deciding whether to evaluate; (2) defining the evaluation problem; (3) designing the evaluation; (4) collecting information; (5) analyzing information; (6) reporting the evaluation; (7) budgeting the evaluation; (8) contracting for evaluation; (9) managing the evaluation; and (10) staffing the evaluation. (Contains 116 references.) (SLD)

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